# THE EFFECT OF DIFFERENTIATED LEARNING STRATEGIES ON ENHANCEMENT OF PKN CONCEPTS IN STUDENTS IN CLASS IV PRIMARY SCHOOL

# PENGARUH STRATEGI PEMBELAJARAN BERDIFERENSIASI TERHADAP PENINGKATAN PEMAHAMAN KONSEP PKN SISWA KELAS IV SEKOLAH DASAR

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**Abstract**

This research aims to determine the effect of using differentiated learning strategies on increasing students' conceptual understanding in class IV PKN subjects at SDN Pelandakan 2 Cirebon City. This research is quantitative research with a pre-experimental design method with a type *one group pretest-posttest design.* The data collection techniques used are observation and test techniques. Meanwhile, the sampling technique used *purposive sampling* with a sample size of 20 students. Apart from that, the data used in the research was analyzed using the observation data analysis test, the N-Gain test, and the non-parametric hypothesis test, namely the Wilcoxon test. The research results show that teacher activity during the PKN learning process using differentiation learning strategies at the last meeting was in the very good category at 96%, and students' understanding of the PKN concept increased by 0.4091 which is included in the medium criteria. Based on the results of non-parametric hypothesis testing with tests *Wilcoxon* shows that the significance value of 0.000 is smaller than 0.05, then H0 is rejected and Ha is accepted. This means that there is a significant influence between the use of differentiated learning strategies on increasing students' understanding of PKN concepts in unit 4 Negaraku Indonesia material in class IV of Pelandakan 2 Elementary School, Cirebon City.
**Keywords:** Differentiated Learning Strategies, Concept Understanding, PKN

**Abstrak**

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan strategi pembelajaran berdiferensiasi terhadap peningkatan pemahaman konsep siswa pada mata pelajaran PKN kelas IV SDN Pelandakan 2 Kota Cirebon. Ini adalah penelitian kuantitatif yang menggunakan metode pre-experimental design dengan one group tipe *pretest-posttest design.* Data penelitian dikumpulkan dengan menggunakan metode observasi dan tes. Selain itu, digunakan purposive sampling, dengan jumlah

sampel sebanyak 20 siswa. Selain itu, data dianalisis menggunakan uji analisis data observasi, uji N-Gain, dan uji Wilcoxon yang merupakan uji hipotesis non parametrik. Berdasarkan hasil penelitian, siswa dalam kategori sangat baik memiliki 96% pemahaman tentang PKN, dan pemahaman konsep PKN siswa mengalami peningkatan sebesar 0,4091 dengan kategori sedang. Berdasarkan hasil uji hipotesis non-parametrik dengan uji *Wilcoxon* menunjukkan bahwa nilai signifikansinya sebesar 0,000 lebih kecil dari 0,05, maka H0 ditolak dan Ha diterima. ini berarti bahwa terdapat pengaruh yang signifikan antara penggunaan strategi pembelajaran berdiferensiasi terhadap peningkatan pemahaman konsep PKN siswa pada materi unit 4 Negaraku Indonesia di kelas IV SD Negeri Pelandakan 2 Kota Cirebon
**Kata kunci:** Strategi Pembelajaran Berdiferensiasi, Pemahaman Konsep, PKN

## INTRODUCTION

Citizenship education in elementary schools according to Parawangsa (2021) is a program that focuses on instilling Pancasila values to build and preserve moral and cultural values which are expected to stick and become students' identity which is then realized and reflected through their behavior in everyday life. This is in line with the opinion of Lisnawati (2022) who states that Civics is a social subject that aims to form and develop good citizens and create a process of interaction between students and their environment to improve student behavior in a better direction.

Citizenship Education (PKn) according to Dewantara (2020); Hamdani & Dewi (2021); Sustainable (2022); and Magdalena (2020) is one of the subjects that must be taught to students from elementary school to university level. This is because PKN learning has an urgency in forming the personality or character and awareness of students to become good, responsible citizens, and able to understand and implement the rules, rights, and obligations of Indonesian citizens by Pancasila and the Constitution. -The 1945 Constitution. Understanding the basic concepts of citizenship education is one of the efforts that can be made to improve attitudes, morals, and ethics in national and state life (Iksan, 2023). Therefore, Lestari (2022) explains that to be able to understand the basic concepts of citizenship education, students must have a good conceptual understanding. This understanding shows that the student is making serious efforts to understand certain material or concepts, which will ultimately increase his knowledge.

Understanding concepts in learning according to Rahmawati (2020); and Susanti (2021) is a person's ability to accept, understand, and understand a particular topic which is then realized by their ability to explain, differentiate, and describe the learning topic in a form that is easier to understand so that it is hoped that it can be applied in everyday life. day. According to Bartell, et al (Radiusman, 2020), students will find it easier to resolve difficulties in the learning process if they have a good understanding of the concept. The ability to understand concepts can be measured using indicators of concept understanding according to Bloom (Sari, 2022) which consist of translation (*translation*), interpretation (*interpretation*), and

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extrapolation/conclusion (*extrapolation*). According to Höft and Bernholt (2019) understanding concepts is one of the factors that is very influential in the learning process. Because understanding concepts has a very close relationship with students' learning motivation and problem-solving abilities. Therefore, Annisa (2021); and Utami (2021) explained that it is important for every student to have a good understanding of the concepts in each subject because this will have a positive impact on the student's learning outcomes.

Currently, an understanding of Civics subjects is very necessary for every individual. In its implementation in the classroom, teaching staff must be able to realize Civics learning that is appropriate to the level of ability, needs, and learning style of each student (Andini, 2021). However, according to Dewantara's research results (2020); and Kristanto (2019) show that Civics learning has not yet fully progressed according to the expected goals. Several problems cause the lack of success in the objectives of Civics learning in schools, especially in elementary schools, including that Civics learning is often considered a less important and less meaningful subject so Civics subjects receive less attention from students. Apart from that, the learning process that teachers provide does not motivate students to think critically because the use of strategies and learning approaches is not optimal, then teachers are less able to utilize and develop media that is appropriate to Civics learning material, the learning process tends to put a burden on students to memorize. subject matter without being guided to understand material that can be connected to everyday life, so this results in students' low understanding of concepts in Civics learning. Similar research has been conducted by Arifuddin (2021) who revealed that the Civics learning process carried out in schools is only textbook-oriented (*textbook oriented*) and is just memorizing the lesson material. Apart from that, the learning process is conventional so it is less able to motivate students to be able to take part in the Civics learning process with a high level of enthusiasm.

Based on these problems, it is necessary to make changes in the learning process that are more creative and innovative so that it can make the Civics learning process more interesting and enjoyable for students. As for overcoming these various obstacles, one of the efforts that teachers can make to create a more enjoyable Civics learning process and provide students with a deeper understanding of Civics is to apply differentiated learning strategies in Civics learning. Because according to Ramadhan et al (2023), the use of differentiated learning strategies in Civics learning can provide students with a deeper understanding and can make the Civics learning process more interesting for students.

Differentiated learning strategies according to Pane (2022); and Naibaho (2023) a learning strategy that can adapt the learning process to the differences possessed by students such as learning styles, interests, and abilities of students as well as adapting the learning experience to the needs of each student. Apart from that, Himmah & Nugraheni (2023); and Marzoan (2023) explain that differentiated learning strategies focus more on what students want to know or learn. This means that teachers do not force anything on their students but still adapt to the learning objectives to be achieved so that they do not feel frustrated or failed with their learning experience.

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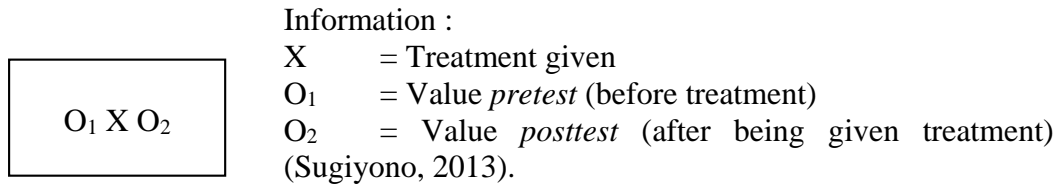
Several researchers have conducted previous research on the use of differentiated learning strategies in the teaching and learning process. Iksan, Alfiandra, and Murniati (2023) researched the implementation of differentiated learning strategies to improve learning outcomes in Civics subjects for junior high school students. The results of their research show that the use of differentiated learning strategies in the Civics learning process can improve student learning outcomes. Amini et al. (2023) researched the use of differentiated learning strategies in the Civics learning process to increase the active participation of class XI students at SMA Negeri 1 Palembang. The results of their research show that after implementing the differentiated learning strategy, students are motivated to participate in the learning process, this can be seen from the students' active participation in group discussions. Al-Shehri (2020) researched the influence of differentiated learning strategies on learning outcomes and the development of critical thinking skills in grade 6 elementary school students. The results of the research showed that there was an increase in the academic achievement or learning outcomes of the experimental group who were taught using differentiated learning strategies. Apart from that, participants can also increase their level of critical thinking skills in the learning process by using differentiation strategies. Eviana (2023) and Naibaho (2023) researched the use of differentiated learning strategies in increasing students' understanding of concepts. The results of his research show that implementing differentiated learning strategies can improve student learning outcomes. This increase in learning outcomes is an indicator of increased understanding of concepts. So it can be said that the use of differentiated learning strategies in the learning process can increase students' learning understanding. Ayu (2022) researched the implementation of differentiated strategies in increasing the learning motivation of class VI students at SDN 007 Sagulung. The results of the research show that the implementation of differentiated learning strategies has succeeded in increasing student motivation and learning outcomes. This is proven by the increase in classical completeness and the average student learning outcomes after using differentiated learning strategies.

In contrast to previous research, this research concentrates more on how differentiation learning strategies impact the understanding of Civics concepts in fourth grade elementary school students. It is hoped that the use of this strategy can increase elementary school students' understanding of Civics concepts. According to Aulia (2023), this research aims to find out how effective the differentiation learning strategy is in increasing students' understanding of Civics concepts. This is because existing data on social studies subjects is currently very limited.

**METHODS**

This research is experimental research using design *One Group Pretest-Posttest Design.* In this design, initial steps are given before the sample is treated *pretest* and after being given treatment the sample is given *posttest*. The researcher took this research design because the researcher wanted to see more accurate results by comparing the situation before being given treatment with the condition after being

given treatment. The form of design or design in research *One Group Pretest-Posttest Design* has the following pattern:

Information :
$X$ = Treatment given
$O_1$ = Value *pretest* (before treatment)
$O_2$ = Value *posttest* (after being given treatment) (Sugiyono, 2013).

$$O_1 \ X \ O_2$$

The sampling technique used in this research is engineering *purposive sampling*. Technique selection *purposive sampling* This aims to ensure that the research carried out can run by the problems currently being faced at SDN Pelandakan 2 Cirebon City, especially in Civics learning. The sample in this research was class IV A, totaling 20 students. Meanwhile, the population in this study was all class IV students at SDN Pelandakan 2 Cirebon City, totaling 53 students, consisting of class IV A, totaling 20 students, and class IV B, totaling 23 students. The researcher chose class IV A because class IV A students were already fluent in reading so it would make it easier for researchers to carry out the Civics learning process with differentiated learning strategies in class IV. Before class IV A students were given treatment using differentiated learning strategies, the students were given a pretest first. This aims to determine the initial abilities possessed by students. After being given a pretest, class IV A students were given Civics learning using differentiated learning strategies. After the learning process is complete, students are given post-test questions to determine the student's final abilities.

The data collection techniques in this research are (1) Observation. Observation techniques are used in cases where the research relates to human behavior, work processes, and natural phenomena, and the number of respondents is not too large. Sugiyono (2013) differentiates observation into participant (participant observation) and non-participation. In addition, based on the instruments used, observations are divided into structured and unstructured. In this research, researchers participated in the observation process. Observation techniques are used to collect data about teacher activities when implementing differentiated learning strategies in the classroom. This observation technique is carried out using a value scale by placing a checkmark on the range of scores on the teacher's activity observation sheet. (2) Test. A test is a series of questions that are arranged systematically to assess a person's level of competence. These competencies can be in the form of cognitive abilities, psychomotor skills, competencies or talents, as well as intelligence possessed by individuals or groups (Permadi, 2023). This research uses written tests both before and after the test to collect information about students' understanding of Civics concepts before and after learning. There are 13 (thirteen) questions in this research test, consisting of 4 (four) multiple choice questions and 9 (nine) description questions. These questions are related to Civics Unit 4 material about My Country, Indonesia. These questions have been tested for validity and reliability using SPSS software and have met the valid and reliable criteria. To see students' ability to understand concepts in Civics learning, researchers used

indicators of concept understanding developed by Bloom (Sari, 2022) which consist of translation (*translation*), interpretation (*interpretation*), and extrapolation/conclusion (*extrapolation*).

Next, the research data was analyzed using data analysis tests resulting from observations of teacher activities. Variable data was obtained through analysis of teacher observation data (Sugiyono, 2016). The observation percentage formula is used to process research data:

$$P = \frac{F}{N} \text{ X 100 \% or Average} = \frac{\text{Total Value Obtained}}{\text{Total Value}} \text{ x 100 \%}$$

Meanwhile, the students' civics concept understanding test data were analyzed using descriptive analysis, N-Gain analysis, and the Wilcoxon test. As for the calculation of the N-Gain test, it is obtained by comparing the pretest and post-test scores to determine the increase in students' understanding of Civics concepts between before and after learning using differentiated learning strategies. The N-Gain test formula according to Meltzer (Ramdhani, 2020), is as follows:

$$\text{N-Gain} = \frac{\text{Score } posttest - \text{Score } pretest}{\text{Score } ideal - \text{Score } pretest}$$

Meanwhile, before carrying out the Wilcoxon test, the research data is first subjected to prerequisite tests which include normality tests and homogeneity tests. This is done to see whether the pretest and posttest scores are normally distributed or not and whether the population has the same variance or not. All test scores are analyzed using *the software* SPSS version 16.

**RESULTS AND DISCUSSION**

The results of observing teacher activities in the Civics learning process using differentiated learning strategies can be seen in Figure 1. Diagram of Teacher Activity Observation Results below:
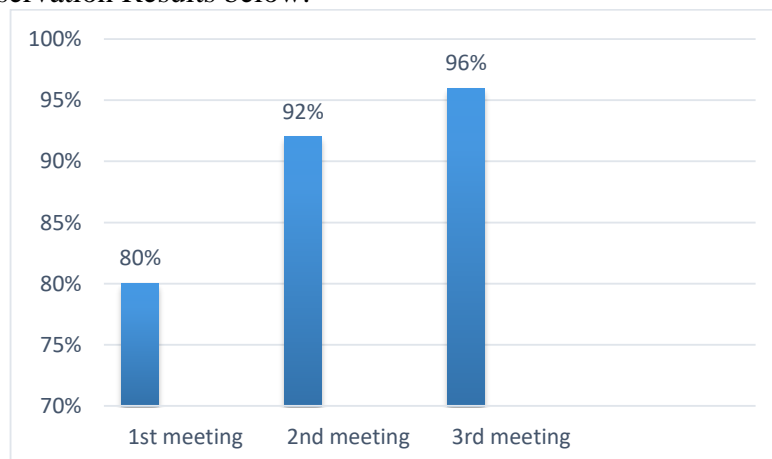


**Figure 1. Diagram of Teacher Activity Observation Results**

Based on Figure 1. Diagram of Teacher Activity Observation Results, from the 15 assessment indicators at the 1st meeting, the percentage value was 80% with the assessment category being sufficient. Then at the second meeting, the results of

observing teacher activities from 15 assessment indicators obtained a percentage value of 92% with the assessment category being very good. Meanwhile, at the 3rd meeting, the results of observing teacher activities from 15 indicators obtained a percentage value of 96% with the assessment category being very good. Thus, it can be concluded that the fourth grade teacher is consistent in implementing differentiated learning strategies in PKN subjects.

To measure students' understanding of concepts in Civics learning, researchers conducted a written test. However, before implementing the learning process, the researcher first carried out an initial test (*pretest*). Next, the Civics learning process is carried out using differentiated learning strategies. After the learning process and all the material has been delivered, the researcher then conducts a final test (*posttest*).

The pretest and posttest results of students' understanding of Civics concepts can be presented in Table 1 below:

**Table 1. Pretest and Posttest Results**

| N | *Pretest* | *Posttest* |
|---|---|---|
| *Valid* | 20 | 20 |
| *Missing* | 0 | 0 |
| *Mean* | 29.3500 | 58.2500 |
| *Median* | 25.5000 | 55.0000 |
| *Mode* | 10.00 | 55.00 |
| *Minimum* | 10 | 42 |
| *Maximum* | 63 | 85 |
| *Sum* | 587 | 1165 |
| *Standard deviation* | 13,846 | 13,294 |
| N-Gain rate | 0,4091 | |

Based on Table 1. of the pretest and posttest data, it is known that of the 20 students who took the pretest, the mean or average score was 29.35, with a median of 25.50, a minimum score of 10, and a maximum score of 63 with a total of 587 data. Then we get a standard deviation of 13.846. This shows that the majority of students' civics concept understanding test results are still low, namely 29.35.

For post-test result data, 20 students obtained a mean or average score of 58.25, a median of 55, a minimum score of 42, and a maximum score of 85, with a total of 1165 scores. Then the standard deviation was obtained. amounting to 13,294. This shows that most of the post-test results of students' understanding of Civics concepts increased by 58.25.
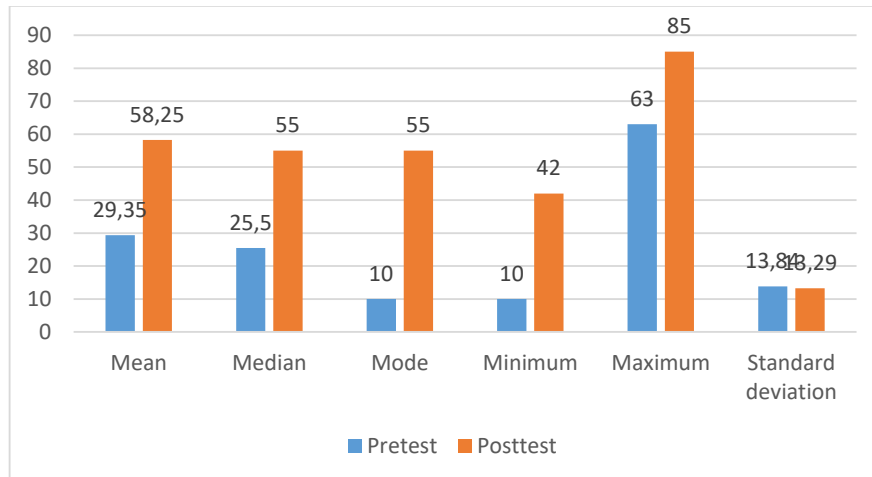
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**Figure 2. Difference between Pretest and Posttest**

Based on the results of the pretest and post-test, students' understanding of concepts in Civics learning shows that there has been an increase between the pretest results and the post-test results. To find out how much improvement we can use the N-Gain test. The results of the N-Gain test calculation are shown in Table 2 below:

**Table 2. N-Gain Test Results**

| Categorization | F | Average Gain Index Results | Gain Index Criteria |
|---|---|---|---|
| Height | 1 | 0,4091 | Currently |
| Currently | 14 | | |
| Low | 5 | | |
| Amount | 20 | | |

Based on Table 2, the results of the N-Gain Test show that 1 student experienced an increase in the high category, 14 students experienced an increase in the medium category, and 5 students experienced an increase in the low category. The average increase in the normalized gain index from pretest to posttest was 0.4091 in the medium category.

To find out whether there is an effect of using differentiated learning strategies on increasing students' understanding of concepts in Civics learning, hypothesis testing can be done. *Wilcoxon*. Before testing*Wilcoxon*, research data must be subjected to prerequisite tests first which include the Shapiro-Wilk normality test as in table 3 below:

**Table 3. Normality Test Results of Pretest and Posttest Data**
**Tests of Normality**

| | Shapiro-Wilk | | |
|---|---|---|---|
| | Statistic | df | Say. |
| pretest understanding of PKN concepts | .950 | 20 | .360 |

| | | | |
|---|---|---|---|
| posttest understanding of PKN concepts | .894 | 20 | .032 |

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

Based on Table 3 Table of Normality Test Results *Shapiro-Wilk* above, it can be seen that the sig value. *Pretest* of 0.360 and a sig value.*Posttest* of 0.032. This shows that the sig value. *Pretest* > 0.05 or 0.360 > 0.05 and sig value. *Posttest* < 0.05 or 0.032 < 0.05 so from these results it can be concluded that the test data *pretest* is normally distributed, and the test result data *posttest* is not normally distributed. Because one of the data is not normally distributed, the next test uses a non-parametric test, *Wilcoxon.* The Wilcoxon test results can be seen in Table 4 below:

**Table 4. Test Results *Wilcoxon***

**Test Statistics**

| | posttest – pretest |
|---|---|
| WITH | -3.921[a] |
| Asymp. Sig. (2-tailed) | .000 |

a. Based on negative ranks.

b. Wilcoxon Signed Ranks Test

According to the Wilcoxon test results shown in Table 4, the sig. 2-tailed is 0.000, which means that the sig value. 2-tailed less than 0.05 or 0.000 less than 0.05.an 0.05 or 0.000 < 0.05, then it can be concluded that hypothesis $H_0$ was rejected and Ha accepted because there were significant differences between the learning outcomes *pretest* and *posttest*. So it can be concluded that there is a significant influence of the use of differentiated learning strategies on increasing understanding of PKN concepts for class IV students at SD Negeri Pelandakan 2 Cirebon City.

Based on the results of the research above, from the results of observing teacher activities in implementing differentiated learning strategies in Civics subjects, it is known that at the first meeting, the maximum score for the teacher activity observation sheet was 75, meanwhile, the score obtained from observing teacher activities was 60 Therefore, the percentage of observations of teacher activities at the first meeting was 80%. This score can be categorized as sufficient because it is in the interval 71% - 80%. Then at the second meeting, the score obtained from teacher activity observations was 69. Therefore, the percentage of teacher activity observations at the second meeting was 92%. This score can be categorized as very good because it is in the interval of 91% - 100%. For the third meeting, the score obtained from observing teacher activities was 72. Therefore, the percentage of observing teacher activities at the second meeting was 96%, which is in the interval

91% - 100% and can be categorized as very good. It can be concluded that the teacher's activities in implementing differentiated learning strategies in Civics learning are consistent. This is because the use of differentiated learning strategies in the learning process has many advantages. Among the advantages of differentiated learning strategies according to Aulia (2023) and Pratama (2022) are: (a) Educators can create a space that supports students to develop their understanding so that it is deeper and more advanced. (b) Implementing differentiated learning strategies can provide extra assistance to students who need additional support in the process of understanding the material so that they can continue to develop their intellectual abilities. (c) Differentiated learning strategies can provide equal opportunities for each student to learn according to each student's speed and abilities. Apart from that, according to Failani (2022) and Sutrisno (2023), in implementing differentiated learning strategies, students are given the freedom to choose a series of learning activities that suit their wishes or learning interests but still refer to the learning objectives they wish to achieve.

Meanwhile, the results of the pretest and posttest students' understanding of concepts in Civics learning shows that the average result *of* Understanding of Civics concepts in Unit 4 My Country Indonesia material is still low, namely 29.35. Meanwhile, the results *of* understanding the concept of Civics obtained an average score of 58.25. Thus, it can be concluded that there has been an increase in results *pretest* and *posttest.* The average increase in the normalized gain index from *the pretest* t*o the posttest* is 0.4091 in the medium category. This is in line with the opinion of Aprima & Sari (2022) who say that implementing differentiated learning strategies in a subject at the elementary school level can be said to be effective in increasing students' understanding and can make students more enthusiastic in participating in the learning process when compared to learning. another. Meanwhile, according to (Ramadhan et al, 2023), implementing differentiated learning strategies in Civics learning is considered the right choice. Apart from being able to provide students with a deeper understanding, it can also make the Civics learning process more interesting for students. A similar opinion is according to Al-Shehri, (2020), Iksan, (2023), and Iqbal, (2020) who state that applying differentiated learning strategies in a lesson has been proven to have a significant influence on increasing students' abilities and learning outcomes.

Next, based on test results*Wilcoxon* shows that the significance value is 0.000. Because the significance value is smaller than 0.05, H0 is rejected and Ha is accepted. Thus, it can be concluded that there is a significant influence of the use of differentiated learning strategies on increasing understanding of Civics concepts in unit 4 Negaraku Indonesia material in class IV of Pelandakan 2 Elementary School, Cirebon City. The results of this research are in line with research conducted by (Aprima & Sari, 2022), (Eviana, 2023), (Naibaho, 2023), and (Ayu, 2022) which revealed that differentiated learning strategies can be said to be very effective in increasing students' understanding of concepts. Apart from that, differentiated learning strategies can increase students' contribution and enthusiasm or learning motivation when compared with other learning so that this can have a positive impact on their learning outcomes. This is in line with the opinion of Faiz, (2022) and Amini,

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(2023) who say that differentiated learning strategies aim to increase students' motivation and learning outcomes so that they can receive learning outcomes that are appropriate to the level of ability they have during the learning process. If students are given a learning process that suits their abilities, their enthusiasm or motivation for learning will increase.

Apart from that, the results of research conducted by Demir, (2021), Pane, (2022), and Ramadhan et al, (2023) say that differentiated learning strategies can have a positive impact on the disclosure and development of students' creative thinking and critical thinking abilities. This is because the process of implementing differentiated learning strategies can provide more assistance to students who need additional support in the process of understanding the material so that they can continue to develop their intellectual abilities (Aulia, 2023).

**CONCLUSION**

Based on data and research results in the field, it can be concluded that differentiation learning strategies are more effective in increasing students' understanding of concepts when studying Civics. The Wilcoxon test results show that the significance value is 0.000 because the significance value is smaller than 0.05. Therefore, differentiation learning strategies can be an alternative learning strategy to increase students' conceptual understanding in the learning process, especially Civics, because there is a significant influence between differentiation learning strategies and increasing students' conceptual understanding in unit 4 My Country Indonesia material in class IV elementary school. .

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